Federal State Autonomous Educational Institution of Higher Education PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA

RUDN University

Institute of medicine

Accreditation and Simulation Training Centre

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educational division (faculty/institute/academy) as higher education programme developer

INTERNSHIP SYLLABUS

Practice in Emergency Medical Procedures (Center of Simulation Training)

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internship title

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internship type

Recommended by the Didactic Council for the Education Field of:

31.05.01 General medicine field of
studies / speciality code and title

The student's internship is implemented within the professional education programme of higher education:

31.05.01 General medicine

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higher education programme profile/specialisation title

2024

1. INTERNSHIP GOAL(s)

The goals of the internship « Practice in Emergency Medical Procedures) » are:

- development of theoretical foundations, standards, algorithms for performing emergency medical procedures of providing emergency medical care to patients
- consolidate and deepen theoretical training, acquiring practical skills and competences.

Practice regulates the procedure for admission of students to summer productive hospital practice

2. REQUIREMENTS FOR LEARNING OUTCOMES

As a result of passing this productive practice «Practice for emergency medical manipulations » the trainee must acquire the following practical skills, abilities, universal and professional competencies: GPC-4, GPC-6, PC-1

Table 2.1. List of competences that students acquire during the internship

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-6	GPC-6. Being able to organize patient care, provide primary health care, arrange work and make professional decisions in emergency conditions at the prehospital stage, in emergency situations, epidemics and in foci of mass destruction	GPC-6.2. Being able to identify the conditions which require emergency medical care, including clinical signs of sudden cessation of blood circulation and respiration. GPC-6.3. Being able to provide emergency medical care to patients in conditions that pose a threat to the life of a patient, including clinical death (cessation of the vital bodily functions (blood circulation and (or) breathing).

Competence code	Competence descriptor	Competence formation indicators (within this course)
PC-1	PC-1. Being able to provide emergency or urgent medical care to a patient	PC-1.1. Being able to assess the condition of a patient who needs emergency or urgent medical care. PC-1.2 Being able to recognize acute diseases, without emergency medical care PC-1.3 Being able to provide emergency medical care to patients with acute diseases, without obvious signs of a threat to the patient's life PC-1.4. Being able to recognize conditions which pose a threat to the patient's life, including conditions of clinical death (cessation of the vital bodily functions (blood circulation and/or respiration) which require emergency medical care. PC-1.5. Being able to provide emergency medical care to patients in conditions which pose a threat to the patient's life, including clinical death (cessation of the vital bodily functions (blood circulation and/or respiration). PC-1.6 Being able to use medications and medical products for emergency medical care
Competence code	**Competence descriptor**	**Competence formation indicators** (within this course)
GPC-4	GPC-4. Being able to use medical devices provided for by the procedure for medical care, and conduct patient examinations in	GPC-4.1 Being able to use medical devices according to current procedures for the medical care, clinical recommendations (treatment protocols GPC-4.2 Being able to assess the effectiveness and safety of medical devices GPC-4.3. Mastering the technique of performing typical medical procedures using medical devices provided for by the procedures for medical care provision

3. INTERNSHIP IN HIGHER EDUCATION PROGRAMME STRUCTURE

The internship refers to the core component of (B2) block of the higher educational programme curriculum.

Within the higher education programme students also master other disciplines (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the internship.

Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

Competence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*

Compet ence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
GPC-6	GPC-6. Being able to organize patient care, provide primary health care, arrange work and make professional decisions in emergency conditions at the prehospital stage, in emergency situations, epidemics and in foci of mass destruction	Introductory practice for primary professional skills and professional experience: patient's care	Practice for primary professional skills and professional experience: Assistant of a procedural nurse, Emergency conditions, Emergency medicine for lifethreatening conditions
PC-1	PC-1. Being able to provide emergency or urgent medical care to a patient	Introductory practice for primary professional skills and professional experience: patient's care	Practice for primary professional skills and professional experience: Assistant of a procedural nurse, Practice surgical profile: assistant surgeon. Obstetrics and Gynecology Practice: Gynecologist Assistant, General Medicine Physician Assistant: General Practitioner Assistant, General Medical Practice: Outpatient Physician Assistant, Obstetrics and Gynecology Practice: Obstetrician Assistant, Emergency Conditions, Emergency Medicine for Life-threatening Conditions
Compet ence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
GPC-4	GPC-4. Being able to use medical devices provided for by the procedure for medical care, and conduct patient examinations in	Introductory practice for primary professional skills and professional experience: patient's care	Practice for primary professional skills and professional experience: Assistant of a procedural nurse, General medical skill, Emergency conditions,

* To be filled in according with the competence matrix of the higher education programme.

4. INTERNSHIP WORKLOAD

The total workload of the internship _is __3___ credits (___108_____ academic hours).

5. INTERNSHIP CONTENTS

Table 5.1. Internship contents*

Modules	Contents (topics, types of practical activities)	Workload, academic hours
Module 1. Instruction on safety precautions	Topic 1.1. Safety briefing of medical institutions	6
	Topic 1.2 Legal aspects of providing and not providing medical care to the patients	

Module 2. Emergency care for sudden death in adults	Topic 2.1. Inspection of the scene and assessment of safety for yourself and the patient The concept of resuscitation: heart compression, artificial ventilation of the lungs according to the method "mouth to mouth", "mouth to nose". Statement of death	24
	Topic 2.2. Algorithm for basic resuscitation for sudden death in adults using AED	
	Topic 2.3. Algorithm for basic resuscitation for sudden death in adults in the absence of an AED Topic 2.4. Algorithm for resuscitation measures in case of upper airway obstruction	
Module 3. Cleansing procedures	Topic 3.1. Algorithm for a cleansing enema Topic 3.2. Gastric lavage algorithm Topic 3.4. Algorithm for catheterization	14
Module 4. First aid	Topic 4.1. First aid for bleeding and blood loss Topic 4.2. First aid for head and neck injuries Topic 4.3. First aid for injuries of the spine, chest, pelvic bones, Topic 4.4 First aid for thermal burns, heat stroke, frostbite Topic 4.5 First aid for electric shock Topic 4.6. First aid for bites	18
Module 5	Final lesson	6
Modules	**Contents (topics, types of practical activities)**	**Workload, academic hours**
Module 6	Practice work at clinical hospitals	36
Modul 7	Practice report	4
	TOTAL:	**108**

    * The contents of internship through modules and types of practical activities shall be <u>FULLY</u> reflected in the student's internship report.

6. INTERNSHIP EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

    The infrastructure and technical support necessary for the internship implementation include: specially equipped classrooms of Accreditation and Simulation Training Centre

Table 6.1. List of classrooms for practical training

Classrooms	Classrooms equipment	Specialized educational / laboratory equipment, software and materials

433- simulation class for training patient's care skills;	Epson multimedia projector, Classic Solution Lyra screen, Lenovo laptop, Software: Microsoft products (OS, office suite, including MS Office/Office 365, Teams, Skype)	Simulator for measuring blood pressure BT-CEAB2, Patient's care simulator NS SB 20144

Simulator for central venous catheterisation NS LF01087U, Simulator of arm for training intravenous injections KK.ARM11, /child manikin for training basic CPR, Simulator for training intramuscular injections LM, Simulator for training intravenous injection and venopuncture LT 00290, Simulator for positioning electrodes, NS LF01300U, Medical couch, Dropper stand, rolling tables, Changing table |
| 347- simulation class for training patient's care skills; | Epson multimedia projector, Lenovo laptop, Smart board Software: Microsoft products (OS, office suite, including MS Office/Office 365, Teams, Skype) | Simulator for measuring blood pressure BT-CEAB2, Patient's care simulator NS SB 20144

Simulator for central venous catheterisation NS LF01087U, Simulator of arm for training intravenous injections KK.ARM11, /child manikin for training basic CPR, Simulator for training intramuscular injections LM, Simulator for training intravenous injection and venopuncture LT 00290, Simulator for positioning electrodes, NS LF01300U, Medical couch, Dropper stand, rolling tables, Changing table, simulator for training CPR, Simulator for children stomach probing and washing AR331, Simulator for training probe feeding KKMW8.11-386, Heimlich maneuver simulator Defibrillator Power Heart AED |
| 356- simulation class for training patient's care skills; | Epson multimedia projector, Lenovo laptop, Smart board Software: Microsoft products (OS, office suite, including MS Office/Office 365, Teams, Skype) | Simulator for measuring blood pressure BT-CEAB2, Patient's care simulator NS SB 20144

Simulator for central venous catheterisation NS LF01087U, Simulator of arm for training intravenous injections KK.ARM11, /child manikin for training basic CPR, Simulator for training intramuscular injections LM, Simulator for training intravenous injection and venopuncture LT 00290, Simulator for positioning electrodes, NS LF01300U, Medical couch, Dropper stand, rolling table, Changing table, simulator for training CPR, |
157- simulation class for	Lenovo laptop, Software: Microsoft products (OS, office	Medical couch, Dropper stand, rolling tables Simulator for cleaning procedure, Simulator for stomach probing and washing, Simulator for training patient's care
Classrooms	**Classrooms equipment**	**Specialized educational / laboratory equipment, software and materials**
training patient's care skills;	suite, including MS Office/Office 365, Teams, Skype)	skills NS SB 20144, Simulator of auscultation with smartscope NSLF01142U
160- simulation class for training patient's care skills;	Lenovo laptop, Software: Microsoft products (OS, office suite, including MS Office/Office 365,	Medical couch, Dropper stand, rolling tables, baby changing table, Functional medical bed KMFT-MSK, wheelchair, Simulator for measuring blood pressure BT-CEAB2, Patient's care simulator NS SB 20144

161-simulation class for training patient's care skills;	Lenovo laptop, Software: Microsoft products (OS, office suite, including MS Office/Office 365, Plasma panel Led LG	Medical couch, Dropper stand, rolling tables, baby changing table, Functional medical bed KMFT-MSK, Patient's care simulator NS SB 20144, VirtuSHOK simulator, NS.LF03968U, Bladder Catheterization Trainer LT60155, Simulator for training probe feeding KKMW8.11-386, Simulator for training intramuscular injections LM, Simulator for training intravenous injection and venopuncture LT 00290, Defibrillator Power Heart AED, LM026M Neonatal Care Training Baby Trainer, Axeon ECG
158simulation class for procedure skills	Lenovo laptop, Software: Microsoft products (OS, office suite, including MS Office/Office 365	Simulator for central venous catheterisation NS LF01087U, Simulator of arm for training intravenous injections KK.ARM-11, Simulator for training intramuscular injections LM, Simulator for training intravenous injection and venopuncture LT 00290, Simulator Telementor
65 simulation class for procedure skills		Simulator for central venous catheterisation NS LF01087U, Simulator of arm for training intravenous injections KK.ARM-11, Simulator for training intramuscular injections LM, Simulator for training intravenous injection and venopuncture LT 00290,
66 Simulation class on emergency medical procedures		Table-post, Changing table, Medical cabinet, Medical couch, Stand for droppers, Simulator for LM injections, Simulator for intravenous injections, LT 00290,

7. INTERNSHIP LOCATION AND TIMELINE

The internship can be carried out at the structural divisions of RUDN University (at Moscow-based organisations, as well as those located outside Moscow, at clinical hospitals.

The internship at an external organisation (outside RUDN University) is legally arranged on the grounds of an appropriate agreement, which specifies the terms, place and conditions for an internship implementation at the organisation.

The period of the internship, as a rule, corresponds to the period indicated in the training calendar of the higher education programme. However, the period of the internship can be rescheduled upon the agreement with the Department of Educational Policy and the Department for the Organization of Internship and Employment of RUDN students.

8. RESOURCES RECOMMENDED FOR INTERNSHIP

Main readings:

1. Материалы национального совета по реанимации https://rusnrc.com/ 2. Алгоритмы выполнения манипуляций при экстренных и неотложных состояниях. Часть 1. Учебное пособие/Косцова Н.Г., Бадретдинова А.И., Тигай Ж.Г., Доготарь О.А., Адильханов А.В., -Москва: РУДН, 2023.-118 с.
https://lib.rudn.ru:443/MegaPro/UserEntry?Action=Link_FindDoc&id=484267&idb=0

3. Общемедицинские навыки. Алгоритмы выполнения = General medical skills. Algorithms of performance : учебное пособие / И.С. Никитин, А.М. Галустов, Б.Д. Лобжанидзе [и др.]. - Книга на русском и английском языках; Электронные текстовые данные. - Москва : РУДН, 2020. - 256 с. https://lib.rudn.ru:443/MegaPro/UserEntry?Action=Link_FindDoc&id=494660&idb=0

4. Общемедицинские навыки. Алгоритмы выполнения : учебное пособие / Н.Г. Косцова, Ж.Г. Тигай, О.А. Доготарь [и др.]. - Электронные текстовые данные. - М. : РУДН, 2019. - 110 с. https://lib.rudn.ru:443/MegaPro/UserEntry?Action=Link_FindDoc&id=484267&idb=0 5. Материалы Федерального методического аккредитационного центра: http://fmza.ru/srednee-professionalnoe-obrazovanie/spetsialnosti-spo/sestrinskoedelo/perechen-prakticheskikh-navykov-umeniy/

Additional readings:
1. Алгоритмы выполнения манипуляций в процедурном кабинете.

Косцова Н.Г., Тигай Ж.Г., Доготарь О.А., Ахуба Л.Г., Адильханов А.В., Остаев А.О., Сопетик В.С., Шек Д.Л., Никитин И.С., Тания Р.В., Джопуа И.Д., Цинцадзе Б.Д. учебное пособие для студентов I-III курсов специальностей«Лечебное дело», «Сестринское дело» / Москва, 2022

2. Основы ухода за хирургическими больными. Basics of care for surgical patients. Косцова

Н.Г., Бадретдинова А.И., Тигай Ж.Г. [и др.]. Российский университет дружбы народов. 2020, 292 с.

3. Первичные профессиональные умения и навыки: уход за пациентом : учебное пособие / Н.Г. Косцова, Ж.Г. Тигай, О.А. Доготарь [и др.]. - Электронные текстовые данные. - Москва : РУДН, 2021. - 235 с.

4. Основы ухода за пациентом в хирургической клинике. Учебное пособие. (Basics of nursing care in surgery. Tutorial. Косцова Н.Г., Бадретдинова А.И., Тигай Ж.Г. [и др.].). М.:

ООО Издательская группа "ГЭОТАР-Медиа". 2020, 312 с. Рекомендовано Координационным советом по области образования «Здравоохранение и медицинские науки»

Internet sources
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"

2.*Databases and search engines:*
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/

- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database http://www.elsevierscience.ru/products/scopus/

The training toolkit and guidelines for a student to do an internship, keep an internship diary and write an internship report*:

1. Safety regulations to do the internship (safety awareness briefing).
2. Machinery and principles of operation of technological production equipment used by students during their internship; process flow charts, regulations, etc. (if necessary).
3. Guidelines for keeping an internship diary and writing an internship report.

*The training toolkit and guidelines for the internship are placed on the internship page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF Students' COMPETENCES LEVEL AS INTERNSHIP RESULTS

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the internship results are specified in the Appendix to the internship syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

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